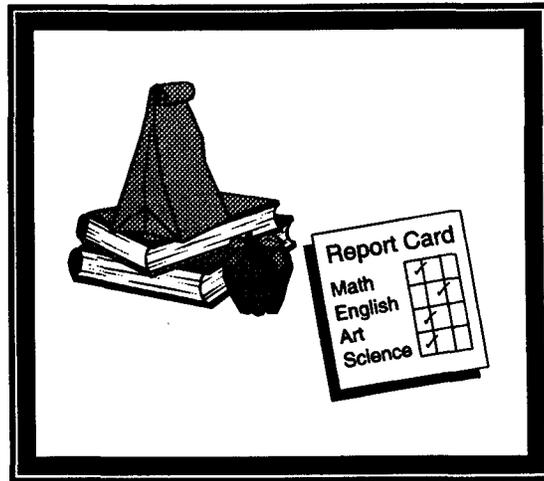


JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE



**REPORT TO THE 1995 GENERAL ASSEMBLY
OF NORTH CAROLINA**

1995 REGULAR SESSION

A LIMITED NUMBER OF COPIES OF THIS REPORT IS AVAILABLE
FOR DISTRIBUTION THROUGH THE LEGISLATIVE LIBRARY.

ROOMS 2126, 2226
STATE LEGISLATIVE BUILDING
RALEIGH, NORTH CAROLINA 27611
TELEPHONE: (919) 733-7778

OR

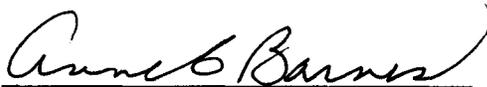
ROOM 500
LEGISLATIVE OFFICE BUILDING
RALEIGH, NORTH CAROLINA 27603-5925
TELEPHONE: (919) 733-9390

January 19, 1995

TO THE MEMBERS OF THE 1995 GENERAL ASSEMBLY:

Pursuant to Article 12H of Chapter 12 of the General Statutes, the Joint Legislative Education Oversight Committee hereby submits its report of recommendations and findings to the 1995 North Carolina General Assembly.

Respectfully submitted,



Representative Anne Craig Barnes
Co-Chair



Senator Beverly M. Perdue
Co-Chair

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE



TABLE OF CONTENTS

Letter of Transmittal.....	i
HISTORY OF COMMITTEE.....	6
REPORTS RECEIVED..	7
Class Size Allotments, Exceptions, and Waivers.....	7
Quality Candidate Committee.....	8
Comprehensive Community College Issues.....	9
Standards and Accountability Commission	9
Public School Administrators.....	10
UNC Fiscal Accountability and Flexibility Act	10
Limited English Proficiency	11
North Carolina Public School Administrator Standards Board	13
Allied Health Professions	13
Volunteer-Based Literacy Programs.....	14
National Board for Professional Teaching Standards Commission.....	15
North Carolina Professional Teaching Standards Commission.....	15
Community College Bond Construction Update.....	16
Commission on School Technology.....	16
Charlotte Mecklenburg Pilot Project.....	18
Intervention/Prevention Grant Program	18
Safe Schools Grant Program	19
Site-Based Management Task Force	19

Education Cabinet	19
Vocational Education Task Force.....	20
RECOMMENDATIONS TO THE 1995 GENERAL ASSEMBLY.....	21
APPENDICES	
Appendix A -- Authorizing Legislation.....	22
Appendix B -- Committee Members	24
Appendix C -- AN ACT TO LIMIT THE USE OF CLASS SIZE WAIVERS IN THE K-3 GRADES and summary.....	25
Appendix D -- AN ACT TO ESTABLISH A UNIFORM REVERSION RATE UNDER THE UNC MANAGEMENT FLEXIBILITY AND ACCOUNTABILITY ACT and summary	28
Appendix E -- AN ACT TO MAKE TECHNICAL AND CLARIFYING CHANGES TO LAWS CONCERNING THE SCHOOL ADMINISTRATOR STANDARDS BOARD AND TO EXTEND TO 1998 THE DATE FOR IMPLEMENTATION OF THE STANDARDS BOARD EXAM and summary.....	31
Appendix F -- AN ACT TO APPROPRIATE FUNDS TO ESTABLISH NEW DEGREE PROGRAMS AND TO EXPAND EXISTING DEGREE PROGRAMS IN CERTAIN ALLIED HEALTH FIELDS AT VARIOUS INSTITUTIONS OF HIGHER EDUCATION and summary	38
Appendix G -- AN ACT TO APPROPRIATE FUNDS FOR CONSTRUCTION OF NEW AND ADDITIONAL FACILITIES FOR ALLIED HEALTH PROGRAMS AT THE UNIVERSITY OF NORTH CAROLINA and summary.....	41

HISTORY OF COMMITTEE

The Joint Legislative Education Oversight Committee was created during the 1990 Regular Session of the 1989 General Assembly. (See Appendix A -- Article 12H of Chapter 120 of the General Statutes.) It is a permanent committee. Sixteen members legislative members are appointed to two-year terms -- eight from the Senate and eight from the House of Representatives.

The Committee's charge is to improve public education. It may consider education issues ranging from kindergarten through higher education. Specifically, G.S. 120-70.81 directs the Committee to:

1. Study budgets, programs, and policies of all education agencies; and aid in the development of integrated methods of institutional accountability.
2. Examine the Basic Education Program and the School Improvement and Accountability Act of 1989 to determine whether any changes need to be made in the implementation, policy goals, and funding patterns.
3. Study out-of-State education initiatives to glean implications for North Carolina.
4. Study any other educational matters necessary to fulfill the Committee's charge.

The Committee may make interim reports to the General Assembly.

The Committee met five times between the end of the 1994 Regular Session of the 1993 General Assembly and the beginning of the 1995 Regular Session of the 1995 General Assembly. Lists of those attending the meetings, as well as minutes of those meetings, are contained in the Committee's records on file in the Legislative Library. A list of the members of the Committee are found in Appendix B.

REPORTS RECEIVED

First Meeting -- October 3, 1994

I. CLASS SIZE ALLOTMENTS, EXCEPTIONS, AND WAIVERS: Mary D. Thompson, Committee Counsel, explained the current class size law and the circumstances under which schools may receive waivers of that law. In July, 1994, the General Assembly appropriated \$26,320,319 to provide teachers and teacher assistants to reduce class size in kindergarten resulting in an allotment ratio of 1:23 in kindergarten for the 1994-95 school year. Despite this change in the allotment ratio, many questions have arisen concerning class size in kindergarten and other grades. In 1988, the General Assembly rewrote G.S. 115C-301(c):

(c) Maximum Class Size. -- The average class size for each grade span in a local school administrative unit shall at no time exceed the funded allotment ratio of teachers to students. At the end of the second school month and for the remainder of the school year, the size of an individual class shall not exceed the allotment ratio by more than three students. . . .

This allows individual classes to exceed the funded allotment ratio by three students, so long as the average class size in the school unit is no more than the funded allotment ratio. Current allotment ratios for 1994-95 are:

Grade	Allotment Ratio	Maximum class size
K	1:23	1:26
1-9	1:26	1:29
10-12	1:28.425	1:32

Under G.S. 115C-301, school units may request waivers after the fact, if they are unable to correct serious conditions that create circumstances resulting in (i) more than an average of 23 students in a kindergarten classes within the school unit or (ii) individual classes with more than 26 pupils.

The School Improvement and Accountability Act of 1989 (Senate Bill 2) allows the State Board to grant waivers of the class size law at the request of local school governance committees for their planning purposes. These waivers have been granted routinely. G.S. 115C-238.3(b1) allows school planning committees to request waivers, including class size waivers, as part of a building-level plan. The request must (i) identify the State laws, regulations, or policies that inhibit the local unit's ability to reach its local accountability goals, (ii) set out with specificity the circumstances under which the waiver may be used, and (iii) explain how a waiver will permit the local unit to reach its local goals. The following reasons for waiver requests are typical: (i) to avoid combination classes; (ii) to provide opportunities to teach at-risk students in smaller groups; (iii) to avoid the use of trailers; and (iv) to avoid reassignment of teachers and students in the second month of school.

As part of a building-level plan, a waiver request is subject to debate and a vote by the school staff before being approved as part of the plan. This system was designed to ensure that any request for a departure from standard State policy established either by the General Assembly or the State Board is debated thoroughly before it is requested. Building-level plans are for three years; waivers may be requested at any time and, if approved, run concurrently with the plan.

School units also may request waivers under the Basic Education Plan, Outcome Based Education pilots, and Project Genesis.

Approximately 54% of school buildings had a waiver of class size laws during the 1993-94 school year, so that the limitation of not more than 3 students in an individual class above the allotment ratio did not apply to the majority of schools. But even where the law has been in place, it is difficult to monitor and change class sizes once the school year has begun.

Under G.S. 115C-301, class size is audited only after the second month of school, after teachers and students are accustomed to their situations. Though the statute allows the State Board to withhold a local superintendent's salary for violations of G.S. 115C-301, this has never been done.

Another issue concerns space for smaller classes. Concerning how to house classes, G.S. 115C-47((10) states, "In addition to assuring that the requirements of G.S. 115C-301 are met, each local board of education shall also have the duty to provide an adequate number of classrooms to meet the requirements of that statute."

The Department of Public Instruction reports that 1275 K-3 classes had more than 29 students in 1993-94. As yet, figures are not available for the current school year.

Since July, 1994, the State Board of Education has gone on record as supporting class size reductions in the primary grades. The Board and the Superintendent have submitted a joint 1995-97 expansion budget request to reduce class size to 1:17 for the K-3 grades. At its November board meeting, the State Board gave notice that it will study when it would be feasible to implement a policy that it no longer will grant class size waivers in the K-3 grades. The NCAE and the NC Federation of Teachers are on record as supporting lowering class size.

In response to the concerns raised in relation to the issue of class size waivers, the Committee voted on January 18, 1995, to recommend that the General Assembly enact **AN ACT TO LIMIT THE USE OF CLASS-SIZE WAIVERS IN THE K-3 GRADES.** (See Appendix C)

II. QUALITY CANDIDATE COMMITTEE: Part of the Education Leadership package enacted by the General Assembly in 1993, Section 5 of Chapter 199 of the 1993 Session Laws required the Board of Governors to convene a "Quality Candidate Committee" made up of representatives of various education organizations. The Committee was directed "to create admissions criteria for its School Administrator Training Programs and to assist local education agencies in developing procedures to hire the best qualified candidates." In particular, the Committee was asked to (i) create admissions criteria, which could encompass leadership ability and relevant experience, as well as attract qualified women and minorities and be capable of measurement; and (ii) analyze current employment practices of public schools and private business, and determine ways to attract and employ minorities and women.

Dr. William F. Little, Senior Vice President, Academic Affairs, UNC, summarized the Committee's report, which has not yet been approved by either the Board of Governors or the State Board of Education, makes 24 recommendations. Its recommendations concerning admissions criteria for program candidates will be presented to the Board of Governors for its approval at its next meeting. The recommendations concerning selection criteria for job candidates and how to assist local boards in their selection of school administrators will be presented to the State Board of Education for its approval by November 1, 1994. Both Boards are required to report to the Joint Legislative Education Oversight Committee by November 15, 1994.

Second Meeting -- October 4, 1994

III. COMPREHENSIVE COMMUNITY COLLEGE ISSUES: President Bob Scott, Community College System, reported on the progress being made by various Community College Task Forces. These task forces have been reviewing the System's mission and goals, accountability, programs, regionalization, distance learning, articulation with both universities and high schools, remediation and testing, program-based funding, prison education, continuing education, scholarships for needy students, and apprenticeship programs.

IV. STANDARDS AND ACCOUNTABILITY COMMISSION: Chapter 359 of the 1993 Session Laws directed the N.C. Education Standards and Accountability Commission to study graduation requirements for children with special needs, primarily because of a flurry of public concern surrounding the State Board of Education's adoption of a rule that mandated Algebra I as a prerequisite for a high school diploma. This legislation also imposed a moratorium on the graduation requirement for children with a learning disability in mathematics and whose individualized education programs require course substitutions or other modifications in mathematics. (It also amended G.S. 115C-81(b) to require the BEP to provide standards for student performance, promotion, and graduation that take into account children with special needs and, "in particular, include appropriate modifications".)

Sam Houston, Executive Director, Standards and Accountability Commission, updated the Committee on all of the Commission's work, to date, and, in particular, summarized the following recommendations made by the Commission to the State Board of Education and the General Assembly on June 17, 1994:

1. Since the State Board of Education has adopted Algebra I as a diploma prerequisite, it should apply to everyone.
2. However, there are serious concerns among Commission members and others as to the relevance and appropriateness of the way Algebra I is currently taught.
3. Furthermore, two recent studies showed that there are some children who, as early as 8th grade, require alternative instructional methods in order to master Algebra I. These studies also noted that most math teachers are not trained to use these methods.
4. Finally, the Commission plans to explore further the need and appropriateness of an alternative diploma, waivers, alternatives, or substitutions for children with special needs.

The report also summarizes recommendations from three other groups regarding Algebra I. At its February, 1994, meeting, the board of directors of the National Council of Teachers of Mathematics adopted a statement that the current Algebra I course has weaknesses and "is no longer a passport to jobs and further educational opportunities in today's world." A letter from the Learning Disabilities Association of North Carolina gave examples of LD students for whom Algebra I would prevent them from earning a diploma. The report notes, "Denying a diploma to students with specific learning disabilities in the area of mathematics, who are successful in other areas, raises many questions and concerns." Finally, The Governor's Teacher Advisory Committee submitted a position paper supporting the continued moratorium on Algebra I until (1) a thorough curriculum review is done to identify necessary skills and qualities for high school graduates and (2) the Commission presents its recommendations.

At its October meeting, the State Board of Education is scheduled to take action on the following:

[[It is recommended that beginning with the 1995-96 school year all entering ninth graders be required by the State Board of Education to pass Algebra I as a requirement for a high school diploma. Students entering the ninth grade prior to the beginning of the 1995-96 school year will not be required to pass Algebra I as a requirement for a high school diploma if they have a learning disability in mathematics and the individualized education program indicates a need for a math alternative.

V. PUBLIC SCHOOL ADMINISTRATORS: Section 4 of Chapter 392 of the 1993 Session Laws requires the State Board of Education to report to the Joint Legislative Education Oversight Committee of the General Assembly "on the issue of the qualification and certification of public school administrators. The report shall include recommendations on whether a system of licensing public school administrators rather than qualifying and certifying public school administrators should be implemented. The report shall also include any changes that need to be made to the statutes to clarify the relationship between qualification and certification of public school administrators."

Dr. Ione Perry, Director, Human Resource Management Division, DPI, summarized the report's three recommendations:

1. Precise definitions which distinguish between the terms 'qualification,' 'licensure,' and 'certification' are recommended. At present, it appears that qualification for administration licensure occurs through university program completion and success on the Standards Board assessment. Licensure permits a candidate to hold office as a school administrator and is the responsibility of the State Board of Education. Certification would be a professional status implying higher and more rigorous levels of preparation than those required for entry level employment or licensure.
2. The Standards Board should qualify candidates for licensure by virtue of successful completion assessments based upon professional standards, and that the State Board of Education issue licensure for such candidates.
3. The present organizational structure of the agencies and programs associated with the preparation, licensure and ongoing professional development of public school administrators should be maintained. While somewhat complex, the structure is viable and does not require additional clarification at this time.

VI. UNC FISCAL ACCOUNTABILITY AND FLEXIBILITY ACT: The General Assembly enacted the UNC Fiscal Accountability and Flexibility Act, effective July 13, 1991 (originally set to expire June 30, 1994). This legislation authorized the Board of Governors to specify certain institutions of the University as Special Responsibility Constituent Institutions (SRCIs). These institutions (which currently include all 16 of the constituent institutions) are given greater discretionary authority over certain aspects of budgeting, purchasing, and personnel.

In April, 1994, the Board of Governors made an excellent report to this Committee as required by Section 206.2(c) of Chapter 689 of the 1991 Session Laws. That report included (i) the Board's decisions and implementation of this legislation, (ii) fiscal savings, management initiatives, increased efficiency and effectiveness, and other outcomes made possible by the Act's flexibility, and (iii) recommendations for changes to the legislation. As a result of this report, the Committee voted to recommend legislation that incorporated three of the Board's recommendations to the 1994 Session of the 1993 General Assembly. The Committee's proposed legislation,

which was enacted during the 1994 Session, (i) removed the sunset of June 30, 1994, in order to make the Act permanent; (ii) moved the reporting requirement in the act from the Session Laws to the General Statutes by establishing a new G.S. 116-30.6 and directed the Board of Governors to report annually, rather than quarterly, to the Committee; and (iii) increased the on-campus purchasing benchmark.

D. G. Martin, Jr., Vice President, Public Affairs, UNC, reviewed the report's additional recommendations, including one to establish a uniform reversion rate of 2% for all operating budget codes under budget flexibility, other than for the Area Health Education Centers Program at UNC-CH, which should be 1%. Currently, G.S. 116-30.3 permits the nonreversion of certain credit balances by a SRCI. If a credit balance remains in any budget code of the SRCI at the end of the fiscal year, then the amount that exceeds the percentage of funds reverted to the General Fund over the past five years (to be determined by the Director of the Budget), multiplied by the General Fund appropriations for that budget code, may be carried forward to the next fiscal year and may be used for one-time expenditures. Each carry-over is limited to 2-1/2% of the General Fund appropriation.

If a SRCI fails to revert a percentage equal to the five-year reversion rate, it shall cease to be a SRCI unless the Board finds the low reversion rate is due to adverse and unforeseen circumstances. In this case, the Board may allow the institution to remain a SRCI for one year in order to conform with the requirements of this section. The Board may grant this exception only once per institution and shall report these exceptions to the Joint Legislative Commission on Governmental Operations. (Section 17.6 of Chapter 769 of the 1994 Session Laws directed the Director of the Budget to adjust each SRCI's historic reversion percentage for the 1994-95 fiscal year to account for 50% of the funds reduced as part of the overall \$10,000,000 reduction in vacant positions.)

According to the Board's report, the required reversion rates (excluding AHEC) range from 3.73% at Pembroke State University to 2.06% at The University of North Carolina at Asheville (see attached chart). It was projected that the University-wide weighted average reversion rate, which was 2.58%, would decrease to 2.46% when 1994-95 rates are calculated. It also was estimated that, at the then current appropriation levels, the recommendation would result in \$5.4 million less in reversions to the General Fund in the 1994-95 fiscal year.

After considering several different approaches to address the different reversion rates, the Committee voted on January 18, 1995, to recommend that the General Assembly enact **AN ACT TO IMPLEMENT THE RECOMMENDATION OF THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE TO ESTABLISH A UNIFORM REVERSION RATE UNDER THE UNC MANAGEMENT FLEXIBILITY AND ACCOUNTABILITY ACT.** (See Appendix D)

Third Meeting -- December 13, 1994

VII. LIMITED ENGLISH PROFICIENCY: Section 19.5. of Chapter 769 of the 1993 Session laws required the State Board of Education to study issues concerning Limited English Proficiency (LEP) students and to develop a resource guide for local school administrative units that illustrates how to implement quality programs for LEP students. The Bilingual Education Act, P.L. 100-297 (1988), describes a LEP student as one who meets one or more of the following conditions:

- (i) the student was born outside of the United States or whose native language is not English;

(ii) the student comes from an environment where a language other than English is dominant; or

(iii) the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and

has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English only classrooms.

Dr. Henry Johnson, Assistant Superintendent, Ms. Jane Cowan, Consultant, and Ms. Frances Hoch, Consultant, Department of Public Instruction, summarized the State Board's findings and recommendations. The Board made the following findings:

- (1) At least 20,532 North Carolina public school students are language minority or national origin minority. During the 1993-94 school year 12,384 students were identified as LEP.
- (2) Over the last five years the number of LEP students in the State has been steadily increasing.
- (3) Students represent homes speaking over 160 languages.
- (4) LEAs reported the following needs to better serve LEP students: (i) English as second language strategies for teaching language and content; (ii) assistance in placement of LEP students; (iii) assistance in identification and assessment of LEP students; (iv) English as second language materials and resources; and (v) dealing with cultural issues.

In 1993, the General Assembly appropriated \$1 million in grant money to be allotted by the State Board of Education to assist local units in serving LEP students. These funds are in addition to federal funds for LEP students. The Board received applications for \$3,923,569 in funds from more than 50 LEAs. The Board allotted \$695,000 to the following 15 LEAs:

Onslow, \$30,000	Johnston, \$50,000
Albemarle, \$50,000	Harnett, \$50,000
Wilson, \$50,000	Catawba, \$50,000
Sampson, \$50,000	Newton-Conover, \$50,000
Greene, \$44,494	Asheboro, \$50,000
Whiteville, \$30,000	Burke, \$50,000
Henderson, \$50,000	Pender, \$50,000
Durham, \$25,000	

The Board approved the following recommendations:

- (1) Provide funding for an electronic means to facilitate the required data collection for LEP students, such as through SIMS or a comparable system.
- (2) Expand the participation on the Advisory Group on Services to Limited English Proficient Students to include increased representation from institutions of higher education and from additional school systems, including those in remote locations. The Advisory Group should focus attention on the updating of English as a Second Language (ESL) teacher licensure as well as pre-service and inservice training needs for teachers of limited English proficient students.
- (3) Establish an electronic bulletin board to network teachers of limited English proficient students across the state. The bulletin board would allow a teacher to present a need or pose a question and receive immediate information and support from other school systems, as well as from DPI in Raleigh and at the TACs.
- (4) Continue to work with institutions of higher education on issues related to both the IHEs and the Department of Public Instruction, including licensure.

- (5) Establish a state fund for purposes of better serving LEP students. The funds could be used for teachers, materials, and training.
- (6) Request appropriate funding to support the above efforts.

VIII. NORTH CAROLINA PUBLIC SCHOOL ADMINISTRATOR STANDARDS BOARD: Chapter 392 (H284) of the 1993 Session Laws created the North Carolina Standards Board for Public School Administrators, adding Article 19A to Chapter 115C in order to "protect the public by setting high standards for the qualifications, training, and experience of those who seek to represent themselves to the public as qualified public school administrators," adding the criterion "qualification" to the traditional concept of certification. The legislation charged the North Carolina Standards Board for Public School Administrators with the development and implementation of a "qualification" exam based on the professional standards established by the Board. G.S. 115C-290.5(7) requires an annual report to the Education Oversight Committee of "its activities during the preceding year, together with any recommendations and findings regarding improvement of the profession of public school administration." Dr. Charles Coble, Chairman, and Dr. Mike Ward, Executive Director of the Standards Board, presented the annual report to the Committee.

The report provides an update of Board activities since the initial reporting date, March 11, 1994. Activities have included: the hiring of an executive director; extensive communications with stakeholders; development of professional standards; initial work on licensure examination; and coordination with other agencies. The report makes the following recommendations: (1) additional time is needed to prepare for full implementation of the licensing examination in order to fully incorporate the new standards into the university programs of study as well as to allow time for adequate field-testing and validation of the assessments; (2) that the Board pursue collaboration with other states having similar interests in the development of standards and assessments for administrative licensure; (3) that statutory changes be passed to establish definitions between the terms "qualification", "licensure", and "certification"; (4) that the Board co-operate with agencies/programs associated with the preparation, licensure and ongoing professional development of school administrators; (5) that the Board study lateral entry for school administrators as suggested by the Education Oversight Committee and; (6) that supply and demand trends be monitored and steps taken to insure an adequate pool of capable candidates. The report also includes budget projections for the 1995-1997 biennium.

On January 17, 1995, the Committee voted to recommend that the 1995 General Assembly enact **AN ACT TO MAKE TECHNICAL AND CLARIFYING CHANGES TO LAWS CONCERNING THE SCHOOL ADMINISTRATOR STANDARDS BOARD AND TO EXTEND TO 1998 THE DATE FOR IMPLEMENTATION OF THE STANDARDS BOARD EXAM.** (See Appendix E)

IX. ALLIED HEALTH PROFESSIONS: Section 84 of the 1993 Current Operations Appropriations Act directed the Director of the N.C. Allied Health Education Centers Program, in conjunction with the staff of UNC General Administration and the Department of Community Colleges, to make recommendations to this Committee by May 1, 1994, on methods to increase the number of physical therapists, occupational therapists, speech and language pathologists, and other related allied health paraprofessional personnel graduating from the university and community college systems.

Dr. John Payne, Interim Director, N.C. Allied Health Education Centers Program, reported the following findings to the Committee:

1. The State is experiencing a critical shortage of these personnel. For example, both occupational and physical therapists have reached a vacancy rate of over 50% for positions in public schools.
2. The demand for them in hospitals, schools, preschools, developmental disability and evaluation centers, home health agencies, mental health programs, and long-term care facilities has increased substantially over the past decades due to an aging population and as children and adults with disabilities have achieved greater eligibility for rehabilitative services under federal mandates.
3. The actual number of graduates has remained stable while the number of applicants for admission to training programs has increased "dramatically." Current data indicate that all the State's programs are operating at capacity but are unable to admit larger numbers of qualified applicants.
4. Four key factors restrain the capacity of existing educational programs to expand: (a) a limited number of faculty positions and faculty development programs, (b) limited on-campus facilities and equipment, (c) severe competition for qualified faculty, and (d) limited off-campus clinical facilities for student instruction.
5. There is a disproportionate underrepresentation of minority allied health professionals as compared with the general population.

He also presented the following recommendations:

1. Phase-in the expansion of existing educational programs for occupational therapists, physical therapists, and speech and language pathologists in order to increase the number of graduates entering the labor market from N.C. universities. This can be accomplished by an increase in appropriations for 22 full-time equivalent faculty positions distributed over the existing education programs for the three disciplines over a three-year period.
2. Establish a tracking system developed by the AHEC Program, working with the Council on Allied Health, in order to monitor demand and vacancy rates over the coming years.
3. Provide additional funding for community college programs preparing occupational therapy assistants and physical therapist assistants to improve faculty recruitment and to enhance training facilities.

Mr. Carlton Thornton, Assistant Superintendent for Human Resources, Elizabeth City-Pasquotank Schools, spoke next. He emphasized the personnel shortage that his school system, and others, are experiencing. At its meeting on January 18, 1995, the Committee voted to recommend that the General Assembly enact two pieces of legislation that would make appropriations to expand and add preparation programs and that would fund capital projects to be used by these programs.

In response to these concerns, the Committee voted on January 18, 1995, to recommend **AN ACT TO APPROPRIATE FUNDS TO ESTABLISH NEW DEGREE PROGRAMS AND TO EXPAND EXISTING DEGREE PROGRAMS IN CERTAIN ALLIED HEALTH FIELDS AT VARIOUS INSTITUTIONS OF HIGHER EDUCATION** (See Appendix F) and **AN ACT TO APPROPRIATE FUNDS FOR CONSTRUCTION OF NEW AND ADDITIONAL FACILITIES FOR ALLIED HEALTH PROGRAMS AT THE UNIVERSITY OF NORTH CAROLINA** (See Appendix G).

X. VOLUNTEER-BASED COMMUNITY LITERACY PROGRAMS: Chapter 526 of the 1993 Session Laws (HB 1131) directed the Governor's Commission on Workforce Preparedness to study the efficacy of volunteer and community-based literacy organizations and the need for a State-funded grant program. The legislation

required reporting to the Joint Legislative Education Oversight Committee. In order to complete the study a research team appointed by the Commission surveyed administrators of volunteer and community-based organizations and conducted interviews with volunteer tutors and others involved with those organizations.

Ms. Sandra P. Babb, Executive Director of the Governor's Commission on Workforce Preparedness, reported the following Commission findings:

1. 42 organizations representing more than 2,200 volunteers, serving 6,800 adults and students in 1993 responded to the survey.
2. Volunteer and community-based programs received about \$1.4 million in funds from a variety of sources to operate their programs in 1993.
3. The majority of funds came from United Way (17.5%), Federal AEA funds administered by the Department of Community Colleges (17.3%), and organizational fund-raising (22.2%).
4. Funds to operate these programs are unstable.
5. Students and volunteers attest to excellent services offered by these programs. Results include: literacy skills necessary to maintain employment; skills necessary for job placement or promotion and ; skills leading to further education.

The Commission made the following recommendations: (1) increase organizational capacity and quality by providing funds that are specifically earmarked to contribute to a basic, stable funding foundation for each organization; (2) improve quality by providing funds for staff development and training, to be coordinated by the North Carolina Literacy Resource Center; and (3) improve instructional accountability and data management quality and capacity by providing one-time grant funds for the purchase of computer equipment and software.

XI. NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS: Chapter 231 of the 1993 General Assembly required the State Board to report to the 1995 General Assembly on this National Board and to recommend a plan for providing monetary incentives for teachers to participate in the program. Section 19.28 of Chapter 769 of the 1994 Regular Session directed the State Board to study the Board make a preliminary report on incentive options, their cost, and the impact of national certification on student performance to this Committee in December, 1994. A final report is due January, 1997. Dr. Ione Perry, Director of Human Resource Management, Department of Public Instruction, reported on the State Board's progress to date. According to Dr. Perry, no state has done more to encourage teachers to achieve National Board Certification, and the State Board is committed to studying its cost and impact on student performance. The Board concludes that a comprehensive evaluation design is necessary to determine this cost and impact, and that additional resources are needed.

XII. NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS COMMISSION: Chapter 740 of the 1993 Session Laws created this Commission, which is directed to prepare a plan for how it could establish high standards for teachers and the teaching profession. Ms. Mary Thompson, Committee Counsel, updated the Committee on the work of this Commission. The Commission was not fully constituted until late November, 1994, and even though its final report is due by January 1, 1995, it does not anticipate having this report until March 1, 1995. At its first meeting in November, the Commission discussed legal and constitutional concerns about the parameters of the Commission's authority, current licensing in the State, the

work of the Professional Practices Commission, and research on independent teacher standards boards. The Commission was scheduled to meet again in January, 1995.

XIII. COMMUNITY COLLEGE BOND CONSTRUCTION UPDATE: Dr. Thomas C. King, Jr., Senior Vice-President for Finance and Administrative Support, Department of Community Colleges, presented a bond project update as of November 18, 1994, to the Committee.

Fourth Meeting -- January 17, 1995

XIV. COMMISSION ON SCHOOL TECHNOLOGY: The School Technology Commission was created by the General Assembly in 1993 to "prepare a requirements analysis and propose a State school technology plan for improving student performance in the public schools through the use of learning and instructional management technologies". Section 19.26(d) of Chapter 769 of the 1994 Session Laws appropriated \$42,000,000 to the Office of State Budget and Management, School Technology reserve, for learning and instructional management technology, to be spent in accordance with subsequent legislation enacted by the General Assembly after it receives the State School Technology Plan.

Gail Morse, Chair, State School Technology Commission, and Elsie Brumback, Director, Media and Technology Support Team, DPI, presented the report. The Commission conducted a comprehensive needs assessment including the study of: current use of technology in schools, instructional goals that technology can meet, technologies available; determination of a basic level of technology for schools; required support staffing; staff development requirements; and cost projections for plan implementation. The methodology of the needs assessment included:

- (1) Surveys - Surveys were conducted of 1,891 schools (95% of total in North Carolina) and all teacher preparation programs.
- (2) Interviews - 975 structured personal interviews in 18 school units were conducted.
- (3) Focus Groups - Focus groups were conducted with 110 teachers participating from all levels (elementary, middle and high school).

The plan includes the following basic elements: 1. Mission statement and vision; 2. Instructional Technology initiative outline (elementary, middle, high school and State/classroom plans); 3. Technical infrastructure plan and needs; 4. Personnel plan and needs; 5. Staff development plan and needs; 6. Procurement; 7. Financial analysis; 8. Monitoring and evaluation and 9. Long-Range planning. Once the plan is received, modified if necessary, and approved by the State Board of Education then it is adopted as the North Carolina School Technology Plan.

Among the most important recommendations of the Commission are:

1. The State Board of Education should adopt a general implementation schedule to be followed by local units at the elementary, middle and high school levels unless there are other important instructional needs within the unit. These areas of emphasis include important points of consideration for local units in the implementation of a quality plan. Included among the considerations are identification of needs, suggestions for appropriate technology applications, anticipated benefits to students, and general guidelines for implementation. This implementation schedule is a recommended sequential framework that reflects current State Board priorities of insuring that local units are successful in teaching basic skills

(reading, writing mathematics) successfully at the elementary level. Considerable local flexibility is allowed in that local boards have authority to deviate from the implementation framework. Local boards may consider other implementation priorities if the local unit has completed initial priorities, or sees that an alternative targeting of resources is necessary in order to meet local priorities. The report also outlines the critical role of curriculum and instructional management systems development at the State level. It is critical that systems align curriculum, instructional resources, assessment, and student information so that teachers and local schools have tools to guide and support instruction and enhance student achievement. It is important to classroom teachers to have useful and readily accessible information through technology that aids them in diagnosing individual and group achievement levels. Similarly, it is important that teachers have access to quality instructional strategies, resources and curriculum that helps guide their instruction in an effective fashion.

2. The Department of Public Instruction should develop new models and networks for the delivery of staff development activities in the classroom use of technologies. The Commission found that teachers have little access to technology and have not been trained to take advantage of technologies in instruction. Although the Commission was not specific in detailing the delivery system for quality professional development in school technologies, the findings of the Commission clearly indicate that staff development and training were as important to educators surveyed as the technology itself. The Commission recommended a guideline of 20% to 30% of the total technology program cost for staff development in order that teachers experience the full potential benefit of instructional improvement through the use of technology.
3. The State Board of Education shall review policies that relate to exit competencies of preservice teachers in classroom application of technologies. The Commission found that teacher preparation programs are neither adequately equipped nor prepared to provide staff development and training for aspiring or practicing teachers to use technologies to improve student performance. The Commission recommended that all accredited teacher education programs incorporate technology application modules within every methods course. Staff development for university staff, in order that they be prepared to model technology use, was an additional recommendation.
4. Local school units should use the "Technical Recommendations and Standards" outlined by the Commission. The purpose of presenting critical technical considerations center on three primary objectives: (i) to establish uniform practices and procedures based on collaboration and connectivity; (ii) to establish technical standards and recommendations for model configurations; and (iii) retrofitting present equipment, addressing the issues of older buildings, and wiring and cabling instructions. These technical standards serve as: "...examples, aids and references for assisting local schools in developing plans and building individual technical facilities" (p. 28, School Technology Commission Report). The technical standards also serve to support critical State interests such as cost-effectiveness, connectivity, evaluation, expansion and security.
5. Local school units should develop a long-range, unit wide technology plan, taking into account State criteria, guidelines and allotments. This recommendation is based upon the finding that only about 20% of the schools reported have a comprehensive technology plan to support teaching, learning and student management. The Commission also recommended that

the General Assembly allocate to each school unit up to 10% of their State appropriated funds to develop a local technology plan that aligns with State criteria and and guidelines for approval. Among the purposes of the planning process include the following considerations: effective use of technologies for student learning; equitable technology use in individual schools within a school unit; establishment of a process to guide future procurement decisions and the implementation of appropriate staff development activities. The planning process recommended by the Commission includes approval by local school board, review by the Department of Public Instruction focusing on curriculum, staff development, and personnel sections and technical review by the IRMC.

6. The school technology fund should be maintained and \$381 million be committed over the next five years to that fund in order to to support the technology plan (see supporting financial analysis summary). The Commission recommended that school technology be targeted and focused on the following areas in order that maximum student achievement benefits be realized: (i) language arts and mathematics at the elementary level; (ii) technology integration and remediation at the middle level; (iii) information skills, mathematics, science and vocational technology at the secondary level; and (iv) curriculum development and instructional management system development at the State/classroom level.
7. The General Assembly should fund the media and technology positions scheduled in the Basic Education Program. The Commission based this recommendation on the finding that staff support for effective use of technologies for instructional purposes is inadequate and must be increased at all educational levels.
8. The implementation of the plan should be monitored, including an evaluation of impact on student achievement, to ensure an effective and efficient investment of public funds. The purpose of the evaluation should be both formative and summative and should be linked directly to the state assessment program.

XV. CHARLOTTE-MECKLENBURG PILOT PROJECT: Chapter 986 of the 1991 Session Laws, as amended by Chapter 103 of the 1993 Session Laws authorized the Charlotte-Mecklenburg Board of Education to reduce class size in grades kindergarten through three in certain schools by using funds allocated for teacher assistants for classroom teachers. The State Board was directed to conduct an independent evaluation of the impact of this pilot project on student performance, and to report to this Committee by January 1, 1995.

Carolyn Cobb, Director, and Dee Brewer, Education Consultant, Innovation and Development Services, DPI, presented the report. The evaluation found observable performance gains in most of the schools that used the waiver, over most of the years of the study, and with most of the students. It also observed that the pilot schools exercised the waiver in a responsible and thoughtful way. Nevertheless, the report cautioned tying any gains specifically to the waivers because there were other factors that appeared in the pilot schools that also could improve student performance.

XVI. INTERVENTION/PREVENTION GRANT PROGRAM: - 1994 Special Session, Chapter 24, Section 42 (February 1, 1995): Chapter 24, Part 14, Section 42 (7)(b) of the 1994 Extra Session appropriated \$12 million for fy 1994-95 in recurring funds to provide grants to local school units for locally designed innovative programs

that target juvenile crime by (i) enhancing educational attainment through coordinated services to respond to the needs of students who are at risk of school failure and at risk of participation in juvenile crime and (ii) providing for a safe and secure learning environment. The legislation also directed the Department of Public Instruction to develop and implement an evaluation system to assess the overall quality, efficiency effectiveness and impact of the Intervention/Prevention Grant Program.

Dr. Henry Johnson, Assistant State Superintendent, and Norman Camp, Staff Assistant, Instructional Services, DPI, presented the report, which outlines the grant process and review, geographic distribution of grants and program descriptions by grantee. The grants were awarded on a competitive basis and provide for the establishment or expansion of one or more of five models outlined in the legislation including: **school-based resource centers (4.7%); after-school program (6.2%); Cities-in-Schools (9%); alternative schools (66.1%) and; safe schools programs (12%).**

The evaluation will utilize both a "process" evaluation and "outcome" evaluation approach, examining the following questions: (i) What types of programs have been implemented with grants?; (ii) How are funds used?; (iii) What is the impact of the programs?; and (iv) How can the program be improved? The methodology to be used in the evaluation is reviewed in the report as well as a summary of advantages and disadvantages and problems inherent in this evaluation design. The report also includes a timeline and task chart, outlining activities scheduled for the coming two years.

XVII. SAFE SCHOOLS GRANT PROGRAM: - 1993, Chapter 321, Section 139(a) (January 15, 1995): Sylvia Massey, Consultant, Safe Schools/Social Work, High School Curriculum Team, DPI, reported to the Committee on how these funds are being used.

Fifth Meeting -- January 18, 1995

XVIII. SITE BASED MANAGEMENT TASK FORCE: - 1994, Chapter 677, Section 7 (December annually): Annual report on the implementation of site-based management in the public schools, including recommendations for changes in any law, rule and policy that would improve site-based management. Myra Copenhaver, Director of the Site-Based Management Task Force, presented this annual report.

XIX. EDUCATION CABINET: One of the recommendations of the Government Performance Audit Committee, Chapter 393 of the 1993 Session Laws created the Education Cabinet, consisting of the Governor, the President of UNC, the President of the Community College System, and the Superintendent of Public Instruction. The Cabinet was to "develop a strategic design for a continuum of education programs" to be reported to this Committee by January 1, 1995. This design process was to have included a "vigorous examination of all programs as if they were created for the first time" and a comparison of existing structures, funding levels, and responsibilities.

Tom Houlihan, Education Advisor, Office of the Governor, summarized the Cabinet's report to the Committee as follows:

1. The Cabinet met five times, one of which was on January 12, 1995.
2. The Cabinet accomplished the following:
 - a. Developed a standardized high school transcript, the use of which began in the fall of 1994.

- b. Developed common freshman application forms, which are now in use.
 - c. Are in the process of exploring the Pathways Project.
 - d. Reviewed "intersystems" programs such as Tech Prep, Smart Start, and others.
 - e. Formulated a new exchange between community colleges and universities for the purpose of acquainting certain students with education opportunities afforded by the community colleges.
 - f. Received periodic reports from the State Postsecondary Review Entity.
 - g. Discussed articulation and community college transfer programs.
 - h. Identified a standard course numbering system for the community colleges.
 - i. Gave priority to providing staff support for the Professional Teaching Standards Commission.
 - j. Noted that various commissions and task forces, such as the Standards and Accountability Commission, are involved in studying many issues that should be included in a continuum of education and are expected to make major recommendations for changes in the system of education.
3. The Cabinet identified the following future strategies:
- a. Review budget requests for the 1995-97 biennium to identify and collaborate on duplicative items.
 - b. Identify relevant education matters to be undertaken as the initial effort in the preparation of a strategic design.
 - c. Include the General Assembly's recent legislative initiatives and develop a continued level of cooperation and support with members of the General Assembly concerning the intent, specific expectations, and depth/breadth of the concept of a strategic design.

The Committee noted its appreciation for the Cabinet's cooperative efforts in the past two years; however, the members emphasized that they look forward to reviewing the strategic design when it is completed.

XX. VOCATIONAL EDUCATION TASK FORCE: Section 19.10 of Chapter 769 of the 1994 Session Laws created this task force to study various issues related to vocational and technical education. An interim report is due by January 15, 1995, with a final report by March 1, 1996. The appointment of members was completed in December, 1994, and the first meeting is scheduled for January 18, 1995.

RECOMMENDATIONS TO THE 1995 GENERAL ASSEMBLY

The Committee recommends the enactment of the following proposed bills:

1. **AN ACT TO LIMIT THE USE OF CLASS SIZE WAIVERS IN THE K-3 GRADES.** (Appendix C)
2. **AN ACT TO ESTABLISH A UNIFORM REVERSION RATE UNDER THE UNC MANAGEMENT FLEXIBILITY AND ACCOUNTABILITY ACT.** (Appendix D)
3. **AN ACT TO MAKE TECHNICAL AND CLARIFYING CHANGES TO LAWS CONCERNING THE SCHOOL ADMINISTRATOR STANDARDS BOARD AND TO EXTEND TO 1998 THE DATE FOR IMPLEMENTATION OF THE STANDARDS BOARD EXAM.** (Appendix E)
4. **AN ACT TO APPROPRIATE FUNDS TO ESTABLISH NEW DEGREE PROGRAMS AND TO EXPAND EXISTING DEGREE PROGRAMS IN CERTAIN ALLIED HEALTH FIELDS AT VARIOUS INSTITUTIONS OF HIGHER EDUCATION.** (Appendix F)
5. **AN ACT TO APPROPRIATE FUNDS FOR CONSTRUCTION OF NEW AND ADDITIONAL FACILITIES FOR ALLIED HEALTH PROGRAMS AT THE UNIVERSITY OF NORTH CAROLINA.** (Appendix G)

APPENDIX A

AUTHORIZING LEGISLATION

ARTICLE 12H.

Joint Legislative Education Oversight Committee.

§ 120-70.80. Creation and membership of Joint Legislative Education Committee.

The Joint Legislative Education Committee is established. The Committee consists of 16 members as follows:

- (1) Eight members of the Senate appointed by the President Pro Tempore of the Senate, at least two of whom are members of the minority party; and
- (2) Eight members of the House of Representatives appointed by the Speaker of the House of Representatives, at least three of whom are members of the minority party.

Terms on the Committee are for two years and begin on the convening of the General Assembly in each odd-numbered year, except the terms of the initial members, which begin on appointment and end on the day of the convening of the 1991 General Assembly. Members may complete a term of service on the Committee even if they do not seek reelection or are not reelected to the General Assembly, but resignation or removal from service in the General Assembly constitutes resignation or removal from service on the Committee.

A member continues to serve until his successor is appointed. A vacancy shall be filled within 30 days by the officer who made the original appointment.

§ 120-70.81. Purpose and powers of Committee.

(a) The Joint Legislative Education Oversight Committee shall examine, on a continuing basis, the several educational institutions in North Carolina, in order to make ongoing recommendations to the General Assembly on ways to improve public education from kindergarten through higher education. In this examination, the Committee shall:

- (1) Study the budgets, programs, and policies of the Department of Public Instruction, the State Board of Education, the Department of Community Colleges, the Board of Governors of The University of North Carolina, and the constituent institutions of The University of North Carolina to determine ways in which the General Assembly may encourage the improvement of all education provided to North Carolinians and may aid in the development of more integrated methods of institutional accountability;
- (2) Examine, in particular, the Basic Education Plan and the School Improvement and Accountability Act of 1989, to determine whether changes need to be built into the plans, whether implementation schedules need to be restructured, and how to manage the ongoing development of the policies underlying these legislative plans, including a determination of whether there is a need for the legislature to develop ongoing funding patterns for these plans;
- (3) Study other states' educational initiatives in public schools, community colleges, and public universities, in order to provide an ongoing commentary to the General Assembly on these initiatives and to make recommendations for implementing similar initiatives in North Carolina; and
- (4) Study any other educational matters that the Committee considers necessary to fulfill its mandate.

(b) The Committee may make interim reports to the General Assembly on matters for which it may report to a regular session of the General Assembly. A

report to the General Assembly may contain any legislation needed to implement a recommendation of the Committee.

§ 120-70.82. Organization of Committee.

(a) The President Pro Tempore of the Senate and the Speaker of the House of Representatives shall each designate a cochair of the Joint Legislative Education Committee. The Committee shall meet at least once a quarter and may meet at other times upon the joint call of the cochairs.

(b) A quorum of the Committee is nine members. No action may be taken except by a majority vote at a meeting at which a quorum is present. While in the discharge of its official duties, the Committee has the powers of a joint committee under G.S. 120-19 and G.S. 120-19.1 through G.S. 120-19.4.

(c) Members of the Committee receive subsistence and travel expenses as provided in G.S. 120-3.1. The Committee may contract for consultants or hire employees in accordance with G.S. 120-32.02. The Legislative Services Commission, through the Legislative Administrative Officer, shall assign professional staff to assist the Committee in its work. Upon the direction of the Legislative Services Commission, the Supervisors of Clerks of the Senate and of the House of Representatives shall assign clerical staff to the Committee. The expenses for clerical employees shall be borne by the Committee.

**APPENDIX B
JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
MEMBERSHIP 1993 - 1994**

President Pro Tempore's Appointments

Sen. Beverly M. Perdue, Cochair
P. O. Box 991
New Bern, NC 28563
(919)633-2667

Sen. J. Richard Conder
P.O. Box 1627
Rockingham, NC 28379
(910)997-5551

Sen. Fletcher L. Hartsell, Jr.
P.O. Box 368
Concord, NC 28026-0368
(704)786-5161

Sen. Howard N. Lee
109 Glenview Place
Chapel Hill, NC 27514
(919)942-6528

Sen. Paul S. Smith
P.O. Box 916
Salisbury, NC 28145
(704)633-9463

Sen. Marvin Ward
641 Yorkshire Road
Winston-Salem, NC 27106
(910)724-9104

Sen. Ed N. Warren
227 Country Club Drive
Greenville, NC 27834
(919)758-1543

Sen. Leslie Winner
2120 Greenway Avenue
Charlotte, NC 28204
(704)376-8201

Staff:

Dr. Jim Watts
Ms. Mary Thompson
Ms. Robin Johnson
Research Division
(919)733-2578

Speaker's Appointments

Rep. Anne C. Barnes, Cochair
313 Severin Street
Chapel Hill, NC 27516
(919)967-7610

Rep. James B. Black
417 Lynderhill Lane
Matthews, NC 28105
(704)377-5936

Rep. Theresa H. Esposito
207 Stanaford Road
Winston-Salem, NC 27104
(919)765-5176

Rep. Aaron E. Fussell
1201 Briar Patch Lane
Raleigh, NC 27615
(919)876-0240

Rep. Lyons Gray
P.O. Box 11863
Winston-Salem, NC 27116-1863
(919)759-2030

Rep. Warren C. Oldham
3211 Cumberland Road
Winston-Salem, NC 27105
(919)767-6936

Rep. R. Eugene Rogers
908 Woodlawn Drive
Williamston, NC 27892
(919)792-4245

Rep. Stephen W. Wood
1221-E N. Main Street
High Point, NC 27262
(919)883-9663

Clerk:

Ms. Gail Osborne
(919)715-3003

January 10, 1995

MEMORANDUM

TO: Senator Beverly Perdue and Rep. Anne Barnes
Members JLEOC
FROM: Mary D. Thompson, Committee Counsel
RE: Limit Class size Waivers - K-3

The proposed bill responds to a request by the State Board of Education that the General Assembly direct that funds appropriated for class size reduction in grades K-3 only be used for that purpose. The bill would amend the section of the Accountability Act which allows the State Board of Education to grant waivers of class size laws.

The bill amends G.S. 115C-238.6 by adding a new paragraph (a1) which would read:

No waiver of class size in grades K-3 shall be granted which would allow the use outside of the K-3 grades of resources allotted to reduce class size in grades K-3."

The bill would be effective July 1, 1995.

The entire of G.S. 115C-238.6 is set out below for reference purposes, the proposed new language is highlighted:

§ 115C-238.6. Approval of local school administrative unit plans by the State Superintendent; conditions for continued participation.

(a) Prior to June 30 each year, the State Superintendent shall review local school improvement plans submitted by the local school administrative units in accordance with policies and performance indicators adopted by the State Board of Education. If the State Superintendent approves the plan for a local school administrative unit, that unit shall participate in the Program for the next fiscal year.

If a local plan contains a request for a waiver of State laws, regulations, or policies, in accordance with G.S. 115C-238.3(b1) or (b2), the State Superintendent shall determine whether and to what extent the identified laws, regulations, or policies should be waived. The State Superintendent shall present that plan and his determination to the State Board of Education. If the State Board of Education deems it necessary to do so to enable a local unit to reach its local accountability goals, the State Board, only upon the recommendation of the State Superintendent, may grant waivers of:

- (1) State laws pertaining to class size, teacher certification, assignment of teacher assistants, the use of State-adopted textbooks, and the purposes for which State funds for the public schools, except for funds for school health coordinators, may be used: Provided, however, the State Board of Education shall not permit the use of funds for teachers

for expanded programs under the Basic Education Program for any other purpose;

- (2) All State regulations and policies, except those pertaining to State salary schedules and employee benefits for school employees, the instructional program that must be offered under the Basic Education Program, the system of employment for public school teachers and administrators set out in G.S. 115C-325, health and safety codes, compulsory school attendance, the minimum lengths of the school day and year, and the Uniform Education Reporting System.

The provisions of G.S. 115C-12(16)b. regarding the placement of State-allotted office support personnel, teacher assistants, and custodial personnel on the salary schedule adopted by the State Board shall not be waived.

Except for waivers requested by the local board in accordance with G.S. 115C-238.3(b2) for central office staff, waivers shall be granted only for the specific schools for which they are requested in building-level plans and shall be used only under the specific circumstances for which they are requested.

(a1) No waiver of class size in grades K-3 shall be granted which would allow the use outside of the K-3 grades of resources allotted to reduce class size in grades K-3.

(b) Local school administrative units shall continue to participate in the Program and receive funds for differentiated pay, if their local plans call for differentiated pay, so long as (i) they demonstrate satisfactory progress toward student performance goals set out in their local school improvement plans; or (ii) once their local goals are met, they continue to achieve their local goals and they otherwise demonstrate satisfactory performance, as determined by the State Superintendent in accordance with guidelines set by the State Board of Education.

If the local school administrative units do not achieve their goals after two years, the Department of Public Instruction shall provide them with technical assistance to help them meet their goals. If after one additional year they do not achieve their goals, the State Board of Education shall decide what steps shall be taken to improve the education of students in the unit.

APPENDIX D
GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 1995

D

95-RHZ-001.1
THIS IS A DRAFT 15-MAY-95 10:45:43

Short Title: UNC/Uniform Reversion Rate (Public)

Sponsors:

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT TO IMPLEMENT THE RECOMMENDATION OF THE JOINT
3 LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE TO ESTABLISH A
4 UNIFORM REVERSION RATE UNDER THE UNC MANAGEMENT
5 FLEXIBILITY AND ACCOUNTABILITY ACT.
6 The General Assembly of North Carolina enacts:
7 Section 1. G.S. 116-30.3 reads as rewritten:
8 "§ 116-30.3. Reversions.
9 Of the General Fund current operations appropriations credit balance remaining in
10 each budget ~~code~~ code, except for that of the Area Health Education Centers of The
11 University of North Carolina at Chapel Hill, of a special responsibility constituent
12 institution at the close of a fiscal year, any amount greater than ~~the percentage of the~~
13 ~~General Fund appropriations historically reverted to the State treasury over the~~
14 ~~preceding five fiscal years, multiplied by the General Fund appropriations for that~~
15 ~~budget code, two percent (2%) of the General Fund appropriation for that fiscal year~~
16 may be carried forward by the institution to the next fiscal year and may be used for
17 one-time expenditures that will not impose additional financial obligations on the State.
18 Of the General Fund current operations appropriations credit balance remaining in the
19 budget code of the Area Health Education Centers of The University of North Carolina
20 at Chapel Hill, any amount greater than one percent (1%) of the General Fund
21 appropriation for that fiscal year may be carried forward in that budget code to the next
22 fiscal year and may be used for one-time expenditures that will not impose additional
23 financial obligations on the State. The historic reversion percentage shall be
24 ~~determined by the~~ However, the amount carried forward under this section shall not
25 exceed two and one-half percent (2 1/2%) of the General Fund appropriation. The
26 Director of the Budget, after making adjustments for allotment reductions made to meet
27 revenue shortfalls and to force credit balances during the preceding five fiscal years

1 under the authority set forth in ~~G.S. 143-25~~, G.S. 143-25, shall establish the General
2 Fund current operations credit balance remaining in each budget code of each
3 institution. Any special responsibility constituent institution that does not revert a
4 ~~percentage of the General Fund appropriations for the budget code equal to the~~
5 ~~five-year historic reversion rate established in this section~~ at least two percent (2%) of
6 its General Fund current operations credit balance remaining in each budget code of
7 that institution shall cease to be a special responsibility constituent institution unless the
8 Board of Governors finds that the low reversion rate is due to adverse and unforeseen
9 conditions. In this instance, the Board may allow the institution to remain a special
10 responsibility constituent institution for one year to come into conformity with this
11 section. The Board may make this exception only one time for any special
12 responsibility constituent institution, and shall report these exceptions to the Joint
13 Legislative Commission on Governmental Operations."

14 Sec. 2. This act becomes effective July 1, 1995.

January 5, 1995

MEMORANDUM

TO: Senator Perdue and Representative Barnes, Cochairs
FROM: Robin S. Johnson, Committee Counsel
RE: SUMMARY: UNC/Uniform Reversion Rate

The UNC Fiscal Accountability and Flexibility Act, effective July 13, 1991, authorizes the Board of Governors to specify certain institutions of the University as Special Responsibility Constituent Institutions (SRCIs). These institutions (which currently include all 16 of the constituent institutions) are given greater discretionary authority over certain aspects of budgeting, purchasing, and personnel.

The bill would establish a uniform reversion rate of 2% for all operating budget codes under budget flexibility, other than for the Area Health Education Centers Program at UNC-CH, which would be 1%. Currently, G.S. 116-30.3 permits the nonreversion of certain credit balances by a SRCI. If a credit balance remains in any budget code of the SRCI at the end of the fiscal year, then the amount that exceeds the percentage of funds reverted to the General Fund over the past five years (to be determined by the Director of the Budget), multiplied by the General Fund appropriations for that budget code, may be carried forward to the next fiscal year and may be used for one-time expenditures. Each carry-over is limited to 2-1/2% of the General Fund appropriation.

If a SRCI fails to revert a percentage equal to the five-year reversion rate, it ceases to be a SRCI unless the Board finds the low reversion rate is due to adverse and unforeseen circumstances. In this case, the Board may allow the institution to remain a SRCI for one year in order to conform with the requirements of this section. The Board may grant this exception only once per institution and shall report these exceptions to the Joint Legislative Commission on Governmental Operations.

The Board of Governors reported to Ed Oversight that the adjusted reversion rates (excluding AHEC) for 1994-95 range from 3.31% at Pembroke State University to 1.98% at The University of North Carolina at Asheville. It also was estimated that the recommendation would result in \$6.8 million less in reversions to the General Fund in the next fiscal year.

The bill would become effective July 1, 1995.



APPENDIX E

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1995

S or H D

H95-rcz-10(1.10)
THIS IS A DRAFT 15-MAY-95 10:45:44

Short Title: Teacher/Administrator Licensure (Public)

Sponsors:

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT TO MAKE TECHNICAL AND CLARIFYING CHANGES TO PUBLIC
3 SCHOOL LAWS CONCERNING TEACHER AND SCHOOL ADMINISTRATOR
4 CERTIFICATION AND LICENSURE, AND TO EXTEND TO 1998 THE DATE
5 FOR IMPLEMENTATION OF THE STANDARDS BOARD EXAM.
6 The General Assembly of North Carolina enacts:
7 Section 1. G.S. 115C-5 is amended by adding a new subsection to read:
8 "(k) The terms "certify", "certificate" or "certification" may mean "license" or
9 "licensure". The terms "certified" or "certificated" may mean "licensed"."
10 Sec. 2. G.S. 115C-290.2 reads as rewritten:
11 **"§ 115C-290.2. Definitions.**
12 The following definitions apply in this Article:
13 (1) Standards Board. -- The North Carolina Standards Board for Public
14 School Administration.
15 (2) Exam. -- The North Carolina Public School Administrator Exam.
16 (3) School administrator. -- Public school superintendents, deputy
17 superintendents, associate superintendents, assistant superintendents,
18 principals, and assistant principals."
19 Sec. 2.1. G.S.115C-290.3 reads as rewritten:
20 **"§ 115C-290.3. (Effective January 1, 1997) False representation of qualifications**
21 **prohibited.**

1 It is unlawful for a person whom the Standards Board has not ~~qualified~~ recommended
2 for certification as a public school administrator to represent himself or herself as
3 having been ~~qualified~~ recommended by the Standards Board or to hold himself or
4 herself out to the public by any title or description denoting that he or she has been
5 ~~qualified~~ recommended by the Standards Board for certification. A person who violates
6 this section is guilty of a Class 2 misdemeanor."

7 Sec. 2.2. G.S. 115C-290.4 reads as rewritten:

8 **§ 115C-290.4. North Carolina Standards Board for Public School Administration;**
9 **appointments; terms; composition.**

10 (a) The North Carolina Standards Board for Public School Administration is created.
11 The Standards Board shall be located for administrative purposes in the Office of the
12 Governor. The Standards Board shall exercise its powers independently of that Office.

13 (b) The Standards Board shall consist of seven members appointed by the Governor
14 as follows:

- 15 (1) Two local superintendents employed by a local school administrative
16 unit.
- 17 (2) Three principals employed by a local school administrative unit.
- 18 (3) One dean of a school of education or a designee.
- 19 (4) One representative of the public at large.

20 Composition of the Standards Board as to the race and sex of its members shall
21 reflect the composition of the population of the State. Members of the Standards
22 Board shall be residents of the State and shall each reside in a different congressional
23 district.

24 With the exception of the member representing the public at large, each member
25 must be qualified under this Article, and must be actively engaged in the practice of
26 public school administration or in the education and training of students in public
27 school administration. Before their appointment to the Standards Board, these
28 professional Standards Board members must have been actively engaged in the practice
29 of public school administration or in the education and training of students in public
30 school administration for at least three years, at least two of which occurred primarily
31 in this State.

32 (c) The Governor may only remove a member of the Standards Board for neglect of
33 duty, malfeasance, or conviction of a felony or other crime of moral turpitude.

34 (d) Effective July 1, 1993, the Governor shall appoint one superintendent, two
35 principals, and the dean of a school of education for terms of three years, and one
36 superintendent, one principal, and the representative of the public for terms of two
37 years. Thereafter the terms shall be for three years. Each term of service on the
38 Standards Board shall expire on the 30th day of June of the year in which the term
39 expires. No member shall serve more than two consecutive three-year terms. As the
40 term of a member expires, the Governor shall make the appointment for a full term, or,
41 if a vacancy occurs for any other reason, for the remainder of the unexpired term.

42 (e) Members of the Standards Board shall receive compensation for their services
43 and reimbursement for expenses incurred in the performance of duties required by this
44 Article, at the rates prescribed in G.S. 93B-5.

1 (f) The Standards Board shall elect from its membership a chairperson, a vice-
2 chairperson, and a secretary-treasurer, and adopt rules to govern its proceedings. All
3 members are voting members, and a majority of the membership constitutes a quorum.

4 (g) The Standards Board may employ, subject to Chapter 126 of the General
5 Statutes, the necessary personnel for the performance of its functions, and fix their
6 compensation within the limits of funds available to the Standards Board.

7 Sec. 3. G.S. 115C-290.5(a) reads as rewritten:

8 "(a) The Standards Board shall administer this Article. In fulfilling this duty, the
9 Standards Board shall:

- 10 (1) Develop and implement a North Carolina Public School Administrator
11 Exam, based on the professional standards established by the
12 Standards Board.
- 13 (2) Establish and collect an application fee not to exceed fifty dollars
14 (\$50.00), and an exam fee not to exceed one hundred fifty dollars
15 (\$150.00). Fees collected under this Article shall be credited to the
16 General Fund as nontax revenue.
- 17 (3) Review the educational achievements of an applicant to take the exam
18 to determine whether the achievements meet the requirements set by
19 G.S. 115C-290.7.
- 20 (4) Notify the State Board of Education of the names and addresses of the
21 persons who passed the exam and are thereby qualified recommended
22 to be certified as public school administrators by the State Board of
23 Education.
- 24 (5) Maintain accounts and records in accordance with the Executive
25 Budget Act, Article 1 of Chapter 143 of the General Statutes.
- 26 (6) Adopt rules in accordance with Chapter 150B of the General Statutes
27 to implement this Article.
- 28 (7) Submit an annual report by December 1 of each year to the Joint
29 Legislative Education Oversight Committee of its activities during the
30 preceding year, together with any recommendations and findings
31 regarding improvement of the profession of public school
32 administration."

33 Sec. 4. G.S. 115C-290.6 reads as rewritten:

34 "§ 115C-290.6. (Effective January 1, 1997) Application for qualification by to the
35 Standards Board.

36 An individual who seeks to be qualified recommended by the Standards Board ~~as a~~
37 ~~public school administrator, thereby becoming eligible~~ for certification by the State
38 Board of Education, shall file a written application with the Standards Board. The
39 application must be on a form provided by the Standards Board, must be accompanied
40 by the required application and exam fees established by the Standards Board, and must
41 include any information required by the Standards Board."

42 Sec. 5. G.S. 115C-290.7 reads as rewritten:

43 "§ 115C-290.7. (Effective January 1, 1997) Qualification Recommendation by the
44 Standards Board.

1 (a) The Standards Board shall ~~qualify~~ recommend for certification by the State
2 Board an individual who submits a complete application to the Standards Board and
3 satisfies all of the following requirements:

- 4 (1) Pays the application fee established by the Standards Board.
- 5 (2) Pays the exam fee established by the Standards Board.
- 6 (3) Has a bachelors degree from an accredited college or university and
7 has a graduate degree from a public school administration program
8 that meets the public school administrator program approval standards
9 set by the State Board of Education.
- 10 (4) Passes the exam.

11 (b) The State Board of Education may not certify an individual as a public school
12 administrator unless it has received notice from the Standards Board ~~of the individual's~~
13 qualification that the person is recommended by the Standards Board under this
14 Article."

15 Sec. 6. G.S. 115C-290.8 reads as rewritten:

16 "**§ 115C-290.8. (Effective January 1, 1997) Exemptions from ~~qualification~~**
17 **requirements.**

18 The ~~qualification~~ requirements of this Article do not apply to a person who, at any
19 time during the five years preceding January 1, 1997, was engaged in public school
20 administration at either a public school in North Carolina or a school in North Carolina
21 operated by the United States government. A person who is exempt from the
22 ~~qualification~~ requirements of this Article but applies for ~~qualification~~ to the Standards
23 Board under this Article shall be is subject to ~~it~~, the Article."

24 Sec. 7. G.S. 115C-290.9 reads as rewritten:

25 "**§ 115C-290.9. (Effective January 1, 1997) Grounds for refusal to ~~qualify~~**
26 **recommend a person.**

27 The Standards Board may, in accordance with Chapter 150B of the General Statutes,
28 refuse to qualify recommend a person for certification by the State Board of Education
29 for any of the following reasons:

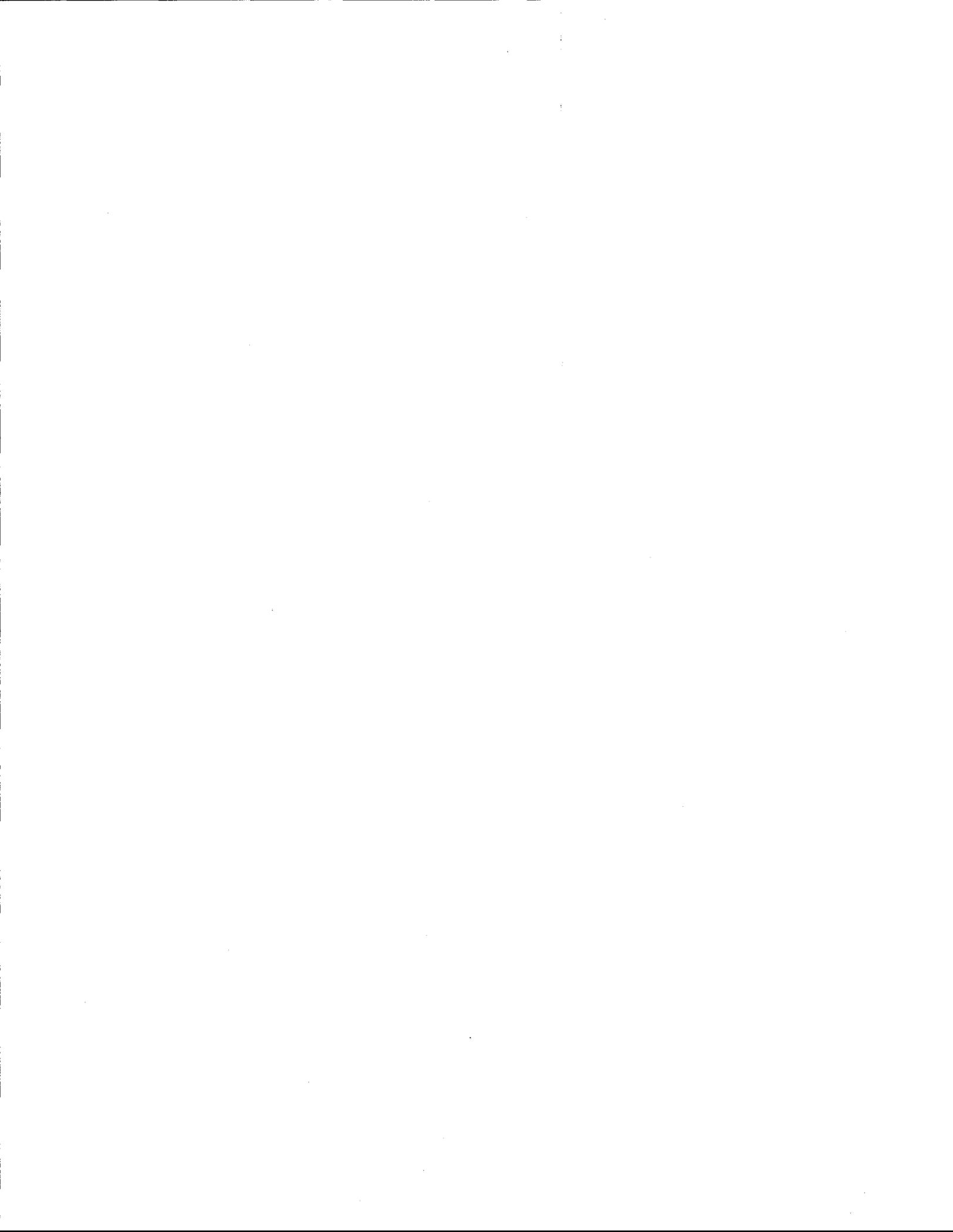
- 30 (1) Submitting a false application for ~~qualification~~ or otherwise
31 attempting to obtain ~~qualification~~ a recommendation from the
32 Standards Board by fraud or misrepresentation.
- 33 (2) Failure to meet the requirements set in G.S. 115C-290.7.
- 34 (3) Violating a provision of this Article or a rule adopted by the Standards
35 Board."

36 Sec. 8. Section 5 of Chapter 392 of the 1993 Session Laws reads as
37 rewritten:

38 "Sec. 5. G.S. 115C-290.3 and G.S. 115C-290.6 through G.S. ~~115C-290.10~~, 115C-
39 290.9, as established in Section 1 of this act, become effective January 1, ~~1997~~, 1998.
40 The remaining provisions of Article 19A of Chapter 115C, as established in Section 1
41 of this act, and the remaining sections of this act are effective upon ratification.
42 Notwithstanding G.S. 115C-290.4, members appointed to the North Carolina Standards
43 Board for Public School Administration before January 1, ~~1997~~, 1998, are not required

1 to be qualified under Article 19A of Chapter 115C of the General Statutes, as enacted
2 by this act."

3 Sec. 9. This bill is effective upon ratification.



January 9, 1995

MEMORANDUM

TO: Rep. Anne Barnes and Senator Beverly Perdue
Members JLEOC
FROM: Mary D. Thompson, Committee Counsel
RE: Teacher/Administrator Licensure Bill

A BILL TO MAKE TECHNICAL and CLARIFYING CHANGES TO PUBLIC SCHOOL LAWS CONCERNING TEACHER and SCHOOL ADMINISTRATOR CERTIFICATION and LICENSURE, AND TO EXTEND TO 1998 THE DATE FOR IMPLEMENTATION OF THE STANDARDS BOARD EXAM was requested by the Department of Public Instruction to clarify the use of the words license and licensure by the Department; and, by the School Administrators Standards Board to clarify the roles of that Board to recommend and the State Board of Education to qualify school administrators for licensure.

Section 1 of the bill adds a new subsection to G.S. 115C-5, the definitions section of Chapter 115C, to clarify that:

The terms "certify", "certificate" or "certification" may mean "license" or "licensure". The terms "certified" or "certificated" may mean "licensed".

Explanation: DPI has changed the name of its "Certification Section" to "Licensure Section" and now issues licenses as well as performing some certification activities. The Department calls the initial credential a license. A "certificate" is a credential to be reserved to denote advanced skill.

Committee Counsel, DPI staff and education attorneys from the Attorney General's office reviewed the use of the words "certify", "certificate", "certification", "certified" and "certificated" in the statutes and found that often, but not always, the word license, licensure or licensed could be substituted depending on context. Rather than make changes to the many statutes involved, this simpler way to make the change is advised.

Sections 2 through 7 - These sections of the bill all amend Article 19A of Chapter 115C, **Standards Board for Public School Administration**, to clarify that its role is to recommend candidates for certification by the State Board of Education. This change in wording follows the NC Supreme Court's holding in Guthrie v. Taylor, 279 NC 703 (1971), that it is the State Board of Education's power and duty to qualify and certify individuals for professional work in the public schools.

Section 2 makes a technical change to the definitions section of the Article so that the North Carolina Standards Board for Public School Administration will uniformly be referred to as "Standards Board" throughout the article. This technical change eliminates a conflict with G.S. 115C-5 which refers to the State Board of Education as the "Board" throughout Chapter 115C. Conforming technical changes adding the word "Standards" before the word "Board" are made throughout the sections of the bill.

Section 8 would delay the effective date of the exam and the requirement that the exam be passed in order for a candidate to be recommended for certification by the Standards Board. This extension was requested by the Standards Board to allow more time to develop and field test the exam.

The bill would be effective upon ratification.

APPENDIX F

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1995

D D

95-RHZ-003.2
THIS IS A DRAFT 15-MAY-95 10:45:45

Short Title: Allied Health Programs/Funds. (Public)

Sponsors:

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT TO IMPLEMENT THE RECOMMENDATION OF THE JOINT
3 LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE TO APPROPRIATE
4 FUNDS TO ESTABLISH NEW DEGREE PROGRAMS AND TO EXPAND
5 EXISTING DEGREE PROGRAMS IN CERTAIN ALLIED HEALTH FIELDS AT
6 VARIOUS INSTITUTIONS OF HIGHER EDUCATION.

7 Whereas, there is clear evidence that North Carolina is experiencing a
8 critical shortage of personnel in various allied health fields, especially in physical
9 therapy, occupational therapy, and speech and language pathology;

10 Whereas, there is also a disproportionate underrepresentation of minority
11 allied health professionals as compared with the State's general population;

12 Whereas, the demand for occupational therapy, physical therapy, and speech
13 and language services, which is expected to continue in the future, has increased over
14 the past decade as the population has aged and as children and adults with disabilities
15 have achieved greater eligibility for rehabilitative services;

16 Whereas, these shortages can be reversed by strengthening and expanding
17 existing educational programs in the university and community college systems;

18 Now, therefore,

19 The General Assembly of North Carolina enacts:

20 Section 1. There is appropriated from the General Fund to the Board of
21 Governors of The University of North Carolina the sum of two million two hundred
22 fifty thousand dollars (\$2,250,000) for the 1995-96 fiscal year and three million three

1 hundred thousand dollars (\$3,300,000) for the 1996-97 fiscal year to (1) expand and
2 strengthen existing programs in various allied health fields, especially in physical
3 therapy, occupational therapy, and speech and language pathology, in order to increase
4 productivity and to improve quality, and (2) accelerate the initiation of new allied
5 health programs recently authorized for planning or establishment.

6 Sec. 2. There is appropriated from the General Fund to the Board of
7 Governors of The University of North Carolina the sum of six million dollars
8 (\$6,000,000) for the 1995-96 fiscal year and the sum of seven million six hundred
9 thousand dollars (\$7,600,000) for the 1996-97 fiscal year to allow the Area Health
10 Education Centers Program to expand and develop new programs to train students in
11 the allied health field.

12 Sec. 3. There is appropriated from the General Fund to the Board of
13 Governors of The University of North Carolina the sum of two hundred thousand
14 dollars (\$200,000) for the 1995-96 fiscal year and the sum of two hundred thousand
15 dollars (\$200,000) for the 1996-97 fiscal year to create a new campus-based health
16 careers centers at Fayetteville State University, which will provide student exposure and
17 enrichment in the health professions and will ultimately increase the number of health
18 practitioners in an area of the State currently underserved by health care services.

19 Sec. 4. There is appropriated from the General Fund to the Department of
20 Community Colleges the sum of nine hundred thousand dollars (\$900,000) for the
21 1995-96 fiscal year and the sum of nine hundred thousand dollars (\$900,000) for the
22 1996-97 fiscal year to establish new allied health programs.

23 Sec. 5. This act becomes effective July 1, 1995.

January 18, 1995

MEMORANDUM

TO: Chairs, Sen. Perdue & Rep. Barnes, and Members of Joint Legislative Education Oversight Committee

FROM: Robin S. Johnson, Committee Counsel

RE: Summary: Allied Health Programs/Funds

This draft legislation would appropriate funds that have been included in the Board of Governor's budget request and the Community Colleges' budget request for the next biennium. The funds would establish new programs and enhance existing programs for allied health professionals, particularly speech and language pathologists, occupational therapists, and physical therapists.

<u>SECTION</u>	<u>95-96 FY</u>	<u>96-97 FY</u>	<u>TO WHOM</u>
Section 1	\$2,250,000	\$3,300,000	UNC - strengthen & expand programs; recurring; 1/2 to 2/3 would be for allied health
Section 2	\$6,000,000	\$7,600,000	AHEC Program; recurring; 10.8 positions
Section 3	\$200,000	\$200,000	UNC - FSU to create new health careers centers; recurring
Section 4	\$900,000	\$900,000	Com. Coll. - est. new programs (since this is for start-up programs, some of the funds will be one-time)

APPENDIX G

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1995

D D

95-RHZ-003.3
THIS IS A DRAFT 15-MAY-95 10:45:46

Short Title: Allied Health Capital Funds. (Public)

Sponsors:

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT TO IMPLEMENT THE RECOMMENDATION OF THE JOINT
3 LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE TO APPROPRIATE
4 FUNDS FOR CONSTRUCTION OF NEW AND ADDITIONAL FACILITIES FOR
5 ALLIED HEALTH PROGRAMS AT THE UNIVERSITY OF NORTH CAROLINA.
6 Whereas, there is clear evidence that North Carolina is experiencing a
7 critical shortage of personnel in various allied health fields, especially in physical
8 therapy, occupational therapy, and speech and language pathology;
9 Whereas, there is also a disproportionate underrepresentation of minority
10 allied health professionals as compared with the State's general population;
11 Whereas, the demand for occupational therapy, physical therapy, and speech
12 and language services, which is expected to continue in the future, has increased over
13 the past decade as the population has aged and as children and adults with disabilities
14 have achieved greater eligibility for rehabilitative services;
15 Whereas, these shortages can be reversed by strengthening and expanding
16 existing educational programs in the university and community college systems;
17 Now, therefore,
18 The General Assembly of North Carolina enacts:
19 Section 1. There is appropriated from the General Fund to the Board of
20 Governors of The University of North Carolina the sum of twenty-four million seven
21 hundred seventy-six thousand eight hundred dollars (\$24,776,800) for the 1995-96
22 fiscal year for the Medical Allied Health and Community Programs Building for the

1 School of Medicine at the University of North Carolina at Chapel Hill - Health Affairs
2 and the sum of three million three hundred eighty-four thousand one hundred dollars
3 (\$3,384,100) for the 1995-96 fiscal year for the construction of an addition to the F. L.
4 Atkins Building at Winston-Salem State University.

5 Sec. 2. This act becomes effective July 1, 1995.

January 18, 1995

MEMORANDUM

TO: Chairs, Sen. Perdue & Rep. Barnes, and Members of Joint Legislative Education Oversight Committee

FROM: Robin S. Johnson, Committee Counsel

RE: Summary: Allied Health Capital Funds

This draft legislation would appropriate funds that have been included in the Board of Governor's budget request and the Community Colleges' budget request for the next biennium. The funds would be used to construct new and additional facilities for allied health programs at The University of North Carolina.

<u>SECTION</u>	<u>95-96 FY</u>	<u>96-97 FY</u>	<u>TO WHOM</u>
Section I	\$24,776,800	\$3,384,100	UNC - buildings at UNC-CH (will cost \$1.3 million/yr to operate beginning 99-2000) and Winston-Salem State Univ. (will cost \$55,000/yr to operate beginning 98-99)